

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard VIII – Leadership and Vision** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self Assessment: According to Standard VII, it is necessary to provide leadership and vision. I provide CScope assistance as necessary. Assist teachers in the CScope lesson plans form and printing lesson plans for weekly distribution to administrators. <http://beaumont.nerdeveloper.net/login.cfm?err_code=2> : “Finding better methods to achieve and maintain technology competency is an ongoing pursuit for technology facilitators and leaders” ((Williamson, J. & Redish, R., 2009, p. 21).  Learn as a Learner: CScope is a K-12 systemic model in the four core content areas. It has a common language, structure, and process for curriculum presentation. It contains innovative technology ideas and methods for integrating this technology into the curriculum. It contains aligned, written, tested curriculum that can be used effectively for teaching the Texas essential knowledge and skills. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students. “As educational leaders, we should understand changes in the Web and how they reflect changes in the world around us. We should provide these new tools to our students so that they are prepared for new challenges: (Solomon, G., & Schrum, p. 3).  Lifelong Learning Skills: It contains the district resources and adds these to the CScope curriculum including charts, maps, images, activities, lessons, and other helpful resources. It also contains instructional plans that allow district resources to be integrated into the system and contains lesson that can be in both English and Spanish. Its purpose is to assist all classroom teachers in assessing needs and setting goals for the use of technology in the classroom to support student achievement. “The only way to move forward effectively is to combine what they know about technology with what we know and require about education” (Edutopia, 2005, p. 4).  References  Edutopia, 2009. *Technology Combined With Good Teaching Leads to Success*. Retrieved March 4, 2012, from <http://www.edutopia.org/interactive-whiteboards-technology-success>, p. 5.  Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3.  Williamson, Jo and Redish, Traci. (2009). Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21. |